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ABSTRACT

Funds from Title III of the Elementary and Secondary Education Act of 1965 enabled the Mitchell (South Dakota) Junior High School to implement the Dial Access Retrieval System in January 1971. According to the report, the Dial Access Retrieval System is an educational tool which (1) utilizes electronic hardware, allowing a student/teacher to listen to programs on tapes; (2) provides a vehicle which allows the teacher to meet student needs through individualized instruction; and (3) provides enrichment and remedial assistance to the students. The evaluation section of the report covers students; teaching staff; specialists and consultants; facilities, equipment, and materials; usage; objectives and intended outcomes; unanticipated problems; and dissemination. The proposed-program-change section describes the justification of the system and certain amendments to the program. This section also presents a product and process evaluation chart as well as plans for data analysis. (JB)

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[Library Demonstration--Dial Access Retrieval System. Narrative Report.]

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NARRATIVE REPORT

SECTION A: EVALUATION

1. The extent to which the actual antecedents were representative of the intended antecedents (provide objective data and information wherever possible).

   a. The Students: Prior to the construction of the new Junior High School in Mitchell, South Dakota, plans were formulated to involve technology in the educational process. This meant that the future use of Dial Access Retrieval System for all Junior High students played a major role in curriculum planning, student involvement and use of facilities. Since Mitchell Independent School District No. 45 is rural and urban oriented, which is similar to other Junior High Schools in South Dakota, provisions must be made to allow for opportunities for individualized instruction, for specialized instruction, and to make-up work which is caused by unusual absence from school. The Dial Access Retrieval System is flexible enough to meet the needs of all Junior High students. The rural area of the Mitchell Public School has quadrupled. Therefore, school bus service for the rural students is a vital requirement. When we have a heavy snowfall and/or blizzard conditions which make it impossible to operate school buses, the rural children would be absent from school. Also, some of the older students must assist in the operation of their father's farming unit during certain seasons.

These absences are what we identify as unusual. The Dial Access

Retrieval System is capable of reproducing lessons that these students had missed. The rapport and favorable effect we have received from rural parents has been very gratifying.

This requires a particular kind of input by the staff in order to meet these concerns. The Dial Access Retrieval System is flexible enough to provide opportunities to meet the needs of all students attending Junior High School regardless of the rate, depth, and scope of learning of each student. Student population of the Junior High School is 902.

b. The Teaching Staff: This year Mitchell Independent School District No. 45 received the highest accreditation possible from the Department of Public Instruction. The accreditation is Level I Exemplary. The Level I Exemplary accreditation is awarded only to school systems in South Dakota which show significant evidence of going beyond the minimum standards as set forth in Bulletin 99 MINIMUM STANDARDS FOR ACCREDITATION OF K-12 SCHOOL SYSTEMS FOR THE STATE OF SOUTH DAKOTA.

Also, the Junior High School in Mitchell has the distinction of being the first and only school in South Dakota to become a member of the North Central Association. This would indicate that the teaching staff is more than adequate, and that they exceeded all the minimum qualifications.

There were no staffing problems that would have an effect on the outcome.

As soon as the Dial Access Retrieval System was operational, in-service training sessions were held. These workshops were held as soon as possible and in the sequence of proper implementation and use of the facilities.

c. Specialists and Consultants: Represnetatives from K/M Electronics held two (2) meetings with the entire staff on how to use the electronic hardware and its flexibility. They were: Mr. Emberly on November 17, 1970 and Mr. Peterson on February 9, 1971. Dr. Bruce Milne met with the administration and media specialist on November 12, 1970 to plan and develop meaningful direction on what and how to look for information that could be used in evaluating the program. Mr. Roger Hahn, media specialist, Oak Grove Junior High School, Bloomington, Minnesota, held a workshop on March 27, 1971 on development, implementation and use of software in planning for classroom presentations, individualization and large group instruction.

A continuous on-going inservice training has been given to administrators and individual or groups of teachers as was needed by the media specialist. These were:

(1) To assist in learning how to make tapes

(2) To help in devloping and monitor presentations

(3) To provide resource materials

(4) To stress the need for individualizing instruction

(5) To create an interest and desire to become more actively involved in the Dial Access Retrieval System

(6) To evaluate presentation and all inservice workshops

(7) To determine the priorities of future needs

(8) To determine the need for future visitations to other schools that would enhance our present program.

The consultants made a very effective contribution to the planning, development and impelementation of the use of the Dial Access Retrieval System. They well informed persons in this area.

Timing was not appropriate in terms of when the Dial Access Retrieval System was installed. However, if installation of this unit had been completed sooner, I am certain that the students and staff would have realized more fully the potential of this educational tool. This educational process, without question, should develop into a quality program that will meet the needs of every child. As soon as school convenes this fall, workshops will be held in the areas of the greatest need.

d. Commitments:

Yes

e. Financial Needs and Resources: They were adequate for our system. Students and staff were able to participate in the program.

f. Time Requirements: K/M Electronics was at least three (3) months late in completing installation of the Dial Access Retrieval System. Installation was to be compelted in October 1970, but since the manufacturers could not deliver the hardware, January 25, 1971 finally became the target date.

This delayed many opportunities that would have involved students and staff in more meaningful experiences.

g. Facilities, Equipment and Materials: The area of space needed for housing the Dial Access Retrieval System power unit and all other electronic hardware that are essential for producing or making available a quality program is considered to be very adequate.

No. See item No. 1 f

2. Transactions:

Some of the equipment was delivered on October 15, 1970 at the Junior High School. Preparations were made soon after that to proceed with the installation of the hardware. The balance of the electronic hardware was delivered during various stages of installation.

On January 4, 1971, the Dial Access Retrieval System was operational to a limited degree; however, by January 25, 1971, it was completely operational and all phases of academic needs could be implemented immediately.

a. Student Usage: The students were very enthusiastic about being able to use a new educational tool. There was evidence to support the fact that they became very interested in many phases of school activities through the use of the Dial Access Retrieval System. As students listened to presentations on various subjects a greater awareness arose in other areas on school activities. For example: nine sections of social studies participated in

conservation which led to greater appreciation and interest in the topic of pollution; listening to general music assignments such as learning the instrumental groups created greater interest in the curriculum of the vocal and instrumental programs. Even the student council requested that a variety of music programs be played over the inter-com throughout the school day.

Programs on jobs, mental health, and sex education led to greater contact with the guidance counselors.

Through the use of the Dial Access with accompanying filmstrips, the girls track and field program developed and a number of girls participated in the track meets.

Also, during periods of inclement weather or illness, there was equipment and material available to the students to use during the school day or take home so that they could make-up assignments that had been missed. This was very helpful to these students. During periods of inclement weather when the school buses did not operate or were late, these students who rode the buses are expected to listen to the taped lessons that were presented that day. Of the 180 rural students, approximately 25% were involved in such activities. Six students (hospitalized and home bound) had extended illnesses and were supplied with tapes and cassette players to keep up with their assignments. Also, students that are slow learners had ample opportunities to use equipment and materials by being able to review and/or preview lessons or presentations as often as they need to in order to reinforce their knowledge.

The slow learners used the Dial Access in group instruction through the inter-com and on an individual basis at the listening stations. These students used it daily to reinforce their assignments, for enrichment, or original assignments, or as supplementary work. This means that approximately 85 slow learning students would participate in using the Dial Access Retrieval System at least an hour to an hour and a half every day.

Providing a vehicle with opportunities for success instead of failure is the key concern. The Dial Access Retrieval System is sophisticated enough to provide quality programs to accommodate individual student differences for rate, depth, and scope of learning. In summary, this is a system that can meet the needs of all children.

Since January 25, 1971, the total number of tapes the students listened to was 12,753. This includes classes and individual student use of the equipment.

b. Staff Usage: At the outset, not all staff members were enthusiastic as is the case of most new innovations. The unusual results of this program was that in less than three(3) months of operation, every staff member was actively involved in the program. This evidence shows that the staff of the Junior High School responded in a very positive and effective manner to becoming actively involved in using the electronic hardware to enhance the presentations of the various curricula. Large group instruction, small group instruction and individualized instruction developed. This was

well received by students, staff and parents.

The use of innovations or a new educational tool requires changes in techniques of teaching. Our staff soon realized that the traditional approach to teaching, although having many good qualities, was not complete enough to meet the needs of all students. So they developed new presentations and recorded them on tapes which were used in both the classroom and individual student study stations.

It is clear to the administration that the staff learned from their own short-comings because presentations were revised when the results obtained were not satisfactory.

This would indicate that the staff was interested in using the facilities in the best manner possible to educate students.

Total staff involvement was evident in terms of new presentations. Here was a new way of doing something which would be flexible enough to reach every child no matter what their capacity or ability level may be. The administration and staff of the Junior High School at Mitchell are professional teachers dedicated to students.

It was not easy for some staff members to become involved as others. Some teachers could adopt this type of presentation easier and others found it more difficult because of the nature of the course, space and number of students. This required more imagination and as the year progressed we were pleased to see active involvement in the Dial Access Retrieval System.

A breakdown of curriculum areas and the area of subject matter that was presented through the Dial Access Retrieval System is as follows:

(1) Social Studies Department used it for large group presentations involving drug programs, conservation, and background on various countries. These were teacher prepared tapes or taped recordings by community resource personnel.

(2) Science Department prepared tapes for preview and review for small groups or individual study stations to accompany their individualized science program.

(3) Math tapes were made to complement their daily assignments on individualized programs. Enrichment tapes also were used in the math program.

(4) Music tapes were prepared for large group presentation, this included listening for appreciation or to learn new songs or techniques.

(5) Industrial Arts used the Dial Access Retrieval System to teach the nomenclature of basic tools in wood working and in identifying parts of machines.

(6) Physical Education used the Dial Access Retrieval System to expalin rules and procedures in athletic and physical education activities. Study guides and filmstrips accompanied the taped presentations. This involved all students.

(7) Foreign Languages used dialogues, pattern practices and cultural tapes on an individual basis and in group study from the language lab. These tapes included commercial tapes,

teacher prepared tapes and student prepared tapes.

(8) Language Arts used tapes for grammar review and literary appreciation. These were used in large group situations and individual basis.

(9) Home Economics Department used the tapes for family living units.

(10) Fine Arts used the tapes for developing appreciation units.

(11) Guidance Department used the tapes for general counseling and general career awareness.

(12) Commercial subjects developed tapes which emphasized consumer education..

Greatest usage was made by the Social Studies Department and the Foreign Language Department.

In summary, there was a definite, positive, and favorable effect on the students and staff of the Mitchell Junior High School. Parental reaction was one of great enthusiasm; we were very pleased.

We are certain more can be accomplished and are confident that it will be implemented. The staff and administration of the Mitchell Junior High School are concerned about the needs of students. This is a healthy climate and can only result in implementing effectively an adequate educational program that will provide ample opportunities for children to be able to learn.

3. Objectives and Intended Outcomes:

a. To provide a model demonstration library and resource center for the schools of the state of South Dakota and other states with

similar rural oriented population.

Educators from various schools, Bureau of Indian Affairs personnel from New Mexico, and civic organizations from various cities within the state have visited the facilities that house the Dial Access Retrieval System.

Some of the communities that visited the Dial Access System at the Junior High School are: Aberdeen, Brookings, Gregory, Huron, Madison, Pierre, Sioux Falls, Spearfish, Vermillion, Wagner, Watertown, Webster, and others. We are certain that there are more, but this does show that various groups of people, regardless of their occupation, know that Mitchell Independent School District No. 45 has an educational tool that is providing new techniques in teaching.

b. To provide a vehicle which will allow the teacher to meet the needs of the student through individualized instruction and provide students the opportunity to make-up work which results from the hazards of the rugged winter environment which causes unusual absence from school.

c. To provide enrichment and remedial assistance to the Junior High School students with easy access to good audio materials.

Implementation of b and c.

Refer to page 6-last paragraph and page 7-first paragraph.

Since the instruments that were prepared by Dr. Milne, Director of Research and Services, University of South Dakota, have only

been used to gather pre-test data, we can only give a subjective analysis of the program of the Dial Access Retrieval System at this time. The post-test is to be given in April 1972.

However, we can positively say that the results of the instruments were used to strengthen our weaknesses and provide additional strength to all other areas of teaching techniques and procedures.

A very good rapport exists between students and staff. This type of climate has permitted the use of new techniques and revisions of the curricula to take place. Acceptance by parents, students, staff and administration enhanced the implementation of the Dial Access Retrieval System. Constant revision of class presentations were made by the staff. Small group meetings by departments were held to discuss new and better ways of preparing lessons and/or enrichment and/or remedial assistance for the junior high students. I am certain this developed from the analysis that was made from the pre-test data. Since we have only been in operation for three (3) months, we certainly are looking forward to this fall.

In Summary:

The environment is very good between the staff and students. The progress made here must be attributed to the professional involvement of the staff in terms of attempting to meet the needs of the students.

Negative data:

Installation was late in being completed. Inservice training or workshops had to be delayed until the second semester. Some of the electronic components would fail to function properly---this would cause delay in presenting prepared lessons.

4. Relate the achievements of the project to the needs that the project was to meet.

See Item No. 2 - Student Usage

Complete implementation and operational phase of this project has just begun. Already, we can determine that it has made a great impact on grades 7, 8, and 9 by providing unlimited opportunities to learn. If this educational tool, the Dial Access Retrieval System, can do this for the Junior High School students, we ask ourselves the question, "Why not expand it to include other schools"? This certainly should be given every consideration. Opportunities to learn under a flexible program should be available to all children within the Mitchell Independent School District No. 45, both private and public. Perhaps a regional concept of offering a service that will be capable of providing new techniques and insights to teaching and learning is not too ambitious. We feel that this kind of project certainly should be given every consideration if federal support can be obtained.

The Mitchell Independent School District No. 45 would be very interested in planning, developing, and implementing a project of this magnitude.

5. Unanticipated problems for potential adopters:

   a. The shipment and arrival of equipment

   b. Installation of the equipment

   c. Failures of some electronic components would cause delays in presenting prepared lessons. If an electronic component would fail, we would need to contact the bidder and report the malfunction. This would result in the loss of several days by the time a service man would arrive to repair the unit. However, it must be noted that the failure of a component would not disable the entire Dial Access Retrieval System. Only certain units could not be implemented.

The main dubbing unit failed to function several times - approximately five (5) times. However, the teachers were able to dub their presentations on tape recorders which were compatible with The Dial Access Retrieval System tape decks. Loss of time was minimal since some recordings were planned for a future presentation. Some of the tape decks failed to function properly. Anywhere from one (1) to five (5) tape decks failed to function satisfactorily the first two (2) weeks.

About six (6) of the student listening stations needed adjusting in order to receive the programs properly. This would require students to budget their time in order to be able to make use of the Dial Access Retrieval System tape decks.

Exactly how much time was lost is not documented because it would

have involved keeping track of each failure in terms of minutes and/or hours. However, the repairman would usually come in about two (2) or three (3) days. This would not mean that we lost that many days, because only certain phases had malfunctions and also, every school day may not require that all stations be used in order to meet the students needs.

d. Maintenance of equipment. It would be wise to secure the services of a technician who is competent in this field.

e. Schools with small enrollments would find the perpupil cost factor high.

6. Dissemination:

There have been two (2) news releases through the Daily Republic, local newspaper.

Mrs. Ardis Ruark, media specialist, has issued weekly bulletins that contained information about the kinds of programs that have been recorded on tapes. The bulletin indicates the type of recording and the code number of the program. This includes the number of the tapes, and/or subject areas covered. The staff provides her a list of the programs they want placed on the tape decks.

The number of the tape serves as the code number of the program on the tape deck. By dialing this number on a typical telephone dial, the student or teacher activates the electronic mechanism located in the Dial Access Retrieval System resource room which in turn sends the appropriate program to the originator of the call. Typically, students

will be seated at a study carrell when dialing the code number. Teachers may activate programs from a station that is wall mounted or have the program directed to their teaching station via the school intercom system. The Dial Access Retrieval System has a counter system which records the number of times each tape is used. This provided a methof of analyzing and derterming how much a particular tape had been used.

When the tapes are not going to be used, they are removed from the tape decks and stored. These tapes can be revised or a new presentation could be programmed on that tape at that time. This depends on the success of the presentation of tape to the class or students.

All tapes and equipment are color coded and cataloged so that they can be located quickly.

Local staff members were always involved in planning for inservice training or workshops so that it would be more meaningful. Also, this would give us feed-back on what areas should have the highest priority.

Local civic organizations, teacher groups from area schools, and many other groups, both professionals and non-professionals, have visited the facilities that house the Dial Access Retrieval System. They were impressed with the ease of operation and the flexibility of the Dial Access Retrieval System. Approximately 350 persons from other communities have visited the Dial Access Retrieval System. When they return to their respective communities, their conversation about the

Dial Access Retrieval System in Mitchell must be considered dissemination of information.

On May 6, 1971, the Junior High School held their annual open house. A bulletin on the Dial Access Retrieval System was specifically prepared for this evening. During the evening, approximately 2,650 people visited the Dial Access Retrieval System area and each person was given a bulletin.

We feel that the dissemination of information on the Dial Access Retrieval System has been very effective.

7. Extent of involvement with non-public schools.

At the close of the 1969-70 school year, Notre Dame closed. This meant that all the children in the 9th grade enrolled in the Junior High School. However, Holy Family and Holy Spirit, two (2) non-public schools, have in attendance some 7th and 8th grade students.

Private school personnel are counseled about the opportunities that are available. The two (2) schools are a considerable distance from Junior High School so transporting students would be a concern.

SECTION B: PROPOSED PROGRAM CHANGE

1. Justification

a. We plan to continue the efforts as planned with Junior High Administration and staff. We also intend to investigate other possible instructional uses of equipment. This would provide more extensive and economical utilization of existing facilities.

The Director of the project, administration and staff of the Junior High School will plan and coordinate their activities in order to determine the areas of concern that have the highest priority. At this time, we definitely need more inservice training in the areas of preparing lessons and class presentations.

We will need to investigate the utilization of equipment that will permit us to expand on the present size of the facilities.

Private school personnel will be involved in the development of new opportunities to meet the needs of students.

b. More experience on the use of the Dial Access Retrieval System should result in better presentations and improved lessons.

We plan to hold at least four (4) inservice training sessions. The consultants we hope to secure should have the expertise in the areas that we need the most assistance.

Planned visitations of other facilities similar to ours, we feel, are essential. This would give us first hand information what others are doing and assist us in planned program changes that

are necessary to improve our services.

We always work closely with non-public school personnel. The Director of Special Services and School Psychologist are in close contact with these persons. Their counseling services have been helpful to the non-public school students.

2. Program Amendment

a. No change

b. We need to secure the services of four (4) consultants for the next year. The workshops would be designed to assist in improving presentations, class lessons, individualized instruction and developing new opportunities of service to students.

Planned visitations to other sites that would give our staff a new insight on programming, presenting materials and impelementing new techniques.

Securing the services of a competent evaluator.

c. (1) To provide a model demonstration library and resource center for the schools of the state of South Dakota and other states with similar rural oriented population.

(2) To provide a vehicle which will allow the teacher to meet the needs of the student through individualized instruction and provide students the opportunity to make-up work which results from the hazards of the rugged winter environment which causes unusual absence from school.

(3) To provide enrichment and remedial assistance to the Junior High School students with easy access to good audio materials.

(4) "Program Change" To accommodate individual student differences for rate, depth, and scope of learning.

(5) "Program Change" To accommodate individual students that are non-readers by providing taped lessons. Since the unit is sophisiticated enough to "dub" cassette to cassette, it takes very little time to provide a quality reproduction of a lesson for the student to take home so that he can prepare his lesson for the next day.

(6) "Program Change" To provide for a convenient method of review and preview for the entire class or for each student listening station.

(7) "Program Change" Teacher prepared tapes provide the greatest flexibility for instruction. This will provide for up-dating courses with the latest current materials or teaching techniques.

3. Evaluation

a. Product Evaluation

Instrument Title or Description	Type of Data and Purpose	When and How It Will Be Administered
#1 Peer Group Evaluation (pre-test)	To determine those students who use the library most often, who are most curious, best readers and those who could improve most. Data will be used to set up case studies.	December 19, 1970 By counselor.
#2 Student Attitude Survey (pre-test)	To determine the extent to which the DARS will develop attitudes which will modify the students' behavior. Pre-test data to measure attitude changes by comparing post-test data.	December 19, 1970 By counselor.
#3 Pupils' Knowledge of DARS (pre-test)	To pre-assess students' knowledge about DARS, its use, and its function in the educational program. To measure cognitive gains.	December 19, 1970 By counselor.
#4 Teacher Self-evaluation (pre-test)	To determine attitudes and knowledge of teachers on DARS; its application to their subject area; its aid to the educational process. To measure attitude change and cognitive gain.	December 19, 1970 By counselor.
#5 Parent Self-evaluation (pre-test)	To determine attitudes and knowledge of parents; its application to the educative educative process.	December 19, 1970 By administrators. These were sent to parents and they returned the completed forms in a sealed evnelop.
#6 Administrative Staff Survey (pre-test)	To determine staff members who may be classified as having a positive or negative attitude toward the DARS. Data gained will be used to provide inservice training in the areas that indicate a need.	December 19, 1970 By project director.
Post-test instruments are to be developed in the near future by Dr. Milne.		April 1972 by counselors and administrators.

b. Process Evaluation

Instrument Title or Description	Type of Data and Purpose	Who will Administer
DARS Counters	To determine the number of times a tape is used.	Administrators, media specialist and teachers.
DARS Resource Records	To up-date materials and tapes. To provide quick service for placing tapes on the decks. To determine which tapes are not used as often as others.	Administrators, media specialist and teachers.
Documentation of changes on tapes	To up-date presentations.	Administrators, media specialist and teachers.
Greater involvement of staff	Better presentations. Preparing tapes, using new techniques.	Administrators, media specialist and teachers.
Local inservice training or preparations.	Enhance presentations which will provide better individualized instruction or large group instruction. To use the equipment for greater effectiveness. To improve on the remedial and enrichment educational services.	Administrators, media specialist and consultant.
Local inservice workshops on the use of equipment & Maintaining it.	To teach how equipment can be used more economically and how to use it properly. To teach basic fundamental procedures on how to take care of equipment, to repair or identify basic malfunctions.	Administrators, media specialist and consultant.

c. Plan for Data Analysis

Any normative data on what we had was very limited and there were no models of evaluation available to us, and projects that are innovative tend to defy objective analysis. Therefore, we are very dependent upon affective measures. We feel that the information gained from the survey conducted has provided a great deal of valuable information for in-service training and program emphasis. The following plans for data analysis are to be provided.

(1) Post-test assessment of student attitudes - we will do this by a random sample of eighth grade students to ascertain attitudinal change.

(2) A case study method will be used to help evaluate the project. We will attempt to determine the impact of the Dial Access Retrieval System upon student behavior. We will use Both cognitive and affective data in this analysis.

(3) We will continue to review findings in the pre-tests and attempt to determine general areas for inservice training. Four (4) workshops are now being planned for next year.

(4) Our plans are to develop an evaluation instrument that involves performance testing in the use of the hardware of the Dial Access Retrieval System programs.

(5) We will continue to maintain the on-going evaluation which the evaluators felt were suitable. This means a maintenance of the log, visitation tours, and a record keeping system of all tapes being used or not used.

(6) A schedule for post-testing should be in April 1972.

d. Amount budgeted for evaluation - $400.00

4. Dissemination Strategies

a. Staff meetings

(1) Inservice for all new staff members.

(2) Determine "where we are" and "where do we want to go".

(3) Inservice demonstrations on equipment and student listening stations.

(4) Inservice workshops on preparing tapes.

(5) Determine how the facilities may be implemented for greater effectiveness.

(6) Department meetings to determine priorities.

(7) Reports on visitations to other school systems using the Dial Access Retrieval System.

b. Weekly bulletins that contain information about the programs that will be on the tape decks. This includes the code number and subject area covered.

c. News releases in the local newspaper.

d. Open House will be scheduled again next year. We will prepare bulletins discussing the various phases that are pertinent to the operation and implementation of the Dial Access Retrieval System.

5. Schedule of Tasks and Activities Performed

a. Administration: The Project Director will spend about 20% of his time on Title III ESEA---Dial Access Retrieval System. His responsibility is to supervise the implementation of the project; to maintain adequate financial and inventory records; to submit requests for federal monies and any other data necessary to the Title III ESEA office; to attend workshops when held; and to procure instructional supplies and equipment in accordance with the negotiated budget.

b. Media Specialist: This person will be employed as a full time instructor. Her responsibilities are:

(1) To supervise and implement the Dial Access Retrieval System.

(2) To assist in preparing tapes and locating resource materials.

(3) To maintain records of materials checked out, tapes placed on the decks, and how much each tape is used.

(4) To maintain an inventory of all Dial Access Retrieval System materials.

(5) To assist in workshop training sessions at the local level.

(6) To check out equipment to students.

(7) To inform the project director of any malfunction.

(8) To assist in the evaluation of the on-going program.

c. Consultants - Inservice Training

We should have at least four (4) workshops for next year. Check distribution chart for time identification. Purpose is to improve on our presentations to all students, and to become more efficient on maintaining the Dial Access Retrieval System Equipment.

d. Visitations to out-of-state schools that have a system similar to Mitchell Public Schools.

Since we have only been operational for three (3) months, we feel that much can be learned from other systems using the Dial Access Retrieval System---such as new techniqes in teaching to improve our present educational process.

e. Evaluation

Certainly, we need someone with expertise to assist in planning and developing instruments to measure what we are doing. Purpose would be to determine if we are meeting our objectives. On-going and post-tests will be developed and evaluated.

f. Service Contract: This includes 6 regular service calls and 3 emergency calls.